



## MONGOLIA

### MCC Learning from

#### **“MEASURING RESULTS OF THE MONGOLIA I COMPACT VOCATIONAL EDUCATION (VET) PROJECT ACTIVITY 5: IMPROVEMENT OF LEARNING ENVIRONMENTS ACTIVITY SUB-ACTIVITY: EQUIPMENT UPGRADE”**

#### **INNOVATIONS FOR POVERTY ACTION, JULY 2018**

MCC has identified the following programmatic and evaluation lessons based on the MEASURING RESULTS OF THE MONGOLIA I COMPACT VOCATIONAL EDUCATION (VET) PROJECT ACTIVITY 5: IMPROVEMENT OF LEARNING ENVIRONMENTS ACTIVITY SUB-ACTIVITY: EQUIPMENT UPGRADE:

#### PROGRAMMATIC LESSONS

- *Understand the linkage between equipment/resources and expected outcomes:* Improving employment outcomes and household incomes may require interventions beyond the provision of technical equipment alone.
- *Problem diagnosis is a necessary precursor to effective program design:* A detailed understanding of the problem to be addressed is necessary (for example, a shortage of technical skills in the labor market), leading to an investment that addresses its identified root causes (for example, weak links between training and the private sector, low teacher capacity, lack of financing, inadequate equipment, etc.). Moreover, even in cases where problem diagnosis is exhaustive, documenting the identified problem and a detailed theory of change is a prerequisite to thorough monitoring and evaluation of an investment. In developing subsequent compacts, MCC has implemented better problem diagnosis processes, including the Constraints Analysis, which identifies the binding constraints to economic growth, and detailed root cause analysis. In the case of the TVET sector, a root cause analysis should include a comprehensive institutional assessment, a credible approach to identifying skills gaps in the labor market, and an understanding of the current/potential role of the private sector in TVET provision. Evaluation results of recent/ongoing TVET projects are pending in Georgia II, Morocco II, and Cote d'Ivoire.
- *Fully define the theory of change:* The MCA, MCC and the independent evaluator should coordinate to ensure intermediate outcomes are articulated and measured.

#### EVALUATION LESSONS

- *Do not finalize evaluation design until program design is adequately complete:* In this case, the evaluation began before the project's investments were finalized. As a result, the evaluation was only able to measure the impact of a sub-component of one of the five activities.
- *Leave room for adaptation in evaluation design:* It is important for the independent evaluator to tailor the choice of evaluation methods to their feasibility in the context of the program's implementation. Moreover, in many cases changes/challenges in program implementation may necessitate changes in evaluation methods.